DOCUMENT RESUME

SP 002 723

ED 030 593

Classroom Teachers Speak on Differentiated Teaching Assignments. Report of the Classroom Teachers National Study Conference on Differentiated Teaching Assignments for Classroom Teachers.

Association of Classroom Teachers, Washington, D.C.
Pub Date 69
Note-21p.
Available from-Publications-Sales Section, National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 (No. 111-03948, $0.25)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors-*Differentiated Staffs, Teacher Associations

This pamphlet synthesizes the thinking of 60 classroom teachers (from 41 states and with a variety of professional experience and backgrounds) on the subject of differentiated staffing and its implications for classroom teachers as individuals, as part of school system staffs, and as members of professional associations. Introductory sections describe the differentiated staffing concept (which the conference group supported) and trace the background of Association of Classroom Teachers (ACT) concern with the subject. The seven main sections present the consensus, quoting individual responses to questions regarding (1) the type of student that society demands and the implications of these expectations for teachers, (2) differentiated teaching assignments for classroom teachers, (3) advantages of the differentiated teaching assignments, (4) drawbacks of such assignments, (5) conditions necessary and steps to be followed if a school is to initiate a new staffing pattern based on differentiated assignments, (6) responsibility of the professional associations to provide leadership in bringing about staffing changes, and (7) unresolved issues recommended for continued study. An appendix includes a roster of conference participants, analyses of participants by teaching assignment and years of experience, and a list of NEA-published resource materials. (JS)

PROCESS WITH MICROFICHE AND PUBLISHER'S PRICES. MICROFICHE REPRODUCTION ONLY.

Classroom Teachers Speak on Differentiated Teaching Assignments

Report of the Classroom Teachers National Study Conference on Differentiated Teaching Assignments for Classroom Teachers

EDO 30593

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

SP002723

Association of Classroom Teachers
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Acknowledgments

The Association of Classroom Teachers of the National Education Association expresses its appreciation to the NEA Publications Division for help in producing *Classroom Teachers Speak on Differentiated Teaching Assignments.* ACT is particularly grateful for the contributions of Lynn Park, copy editor.

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office to Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the copyright owner.

Copyright © 1969 by the National Education Association
All rights reserved.

Single copy, 25¢. Discounts on quantity orders: 2-9 copies, 10 percent; 10 or more copies, 20 percent. Orders amounting to $2 or less must be accompanied by payment. Make checks payable to the National Education Association. Address communications to Publications-Sales Section, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Order by Stock Number 111-03948.

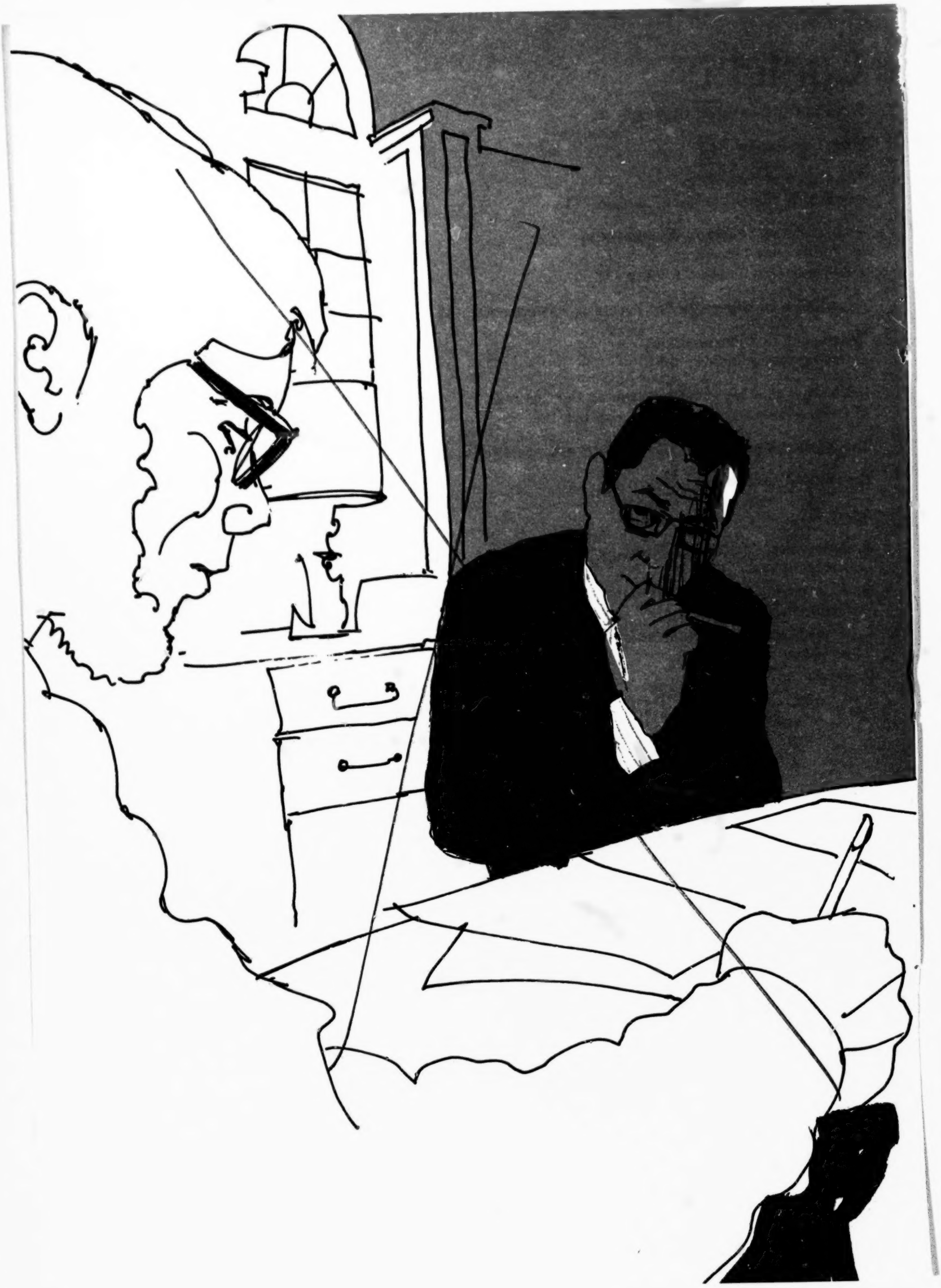
Foreword

One of the most widely discussed innovations in teaching today is differentiated staffing — what it is, how it operates, and what is its significance for education. Investigation reveals, however, that relatively little attention has been given to two fundamental questions:

1. How do classroom teachers view differentiated staffing?
2. What are the implications of differentiated staffing for the professional organizations?

Classroom Teachers Speak on Differentiated Teaching Assignments focuses on these two questions. This report is not intended to be a handbook on differentiated staffing. It does not attempt to define the numerous terms and roles used in various differentiated plans, nor does it discuss patterns of differentiated staffing. Rather, this report identifies the opinions and concerns of a representative group of classroom teachers from all parts of the United States on how differentiated staffing can and should relate to the improvement of educational opportunity for students and how differentiated staffing can and should relate to classroom teachers as individuals, as part of a school system staff, and as members of the professional associations.

Bruce P. Eckman, *President*
Margaret Stevenson, *Executive Secretary*



Contents

What Is Differentiated Staffing? 9

Why This Report 10

The Goals of Education
as Seen by the Classroom Teacher 11

Differentiated Teaching Assignments
for Classroom Teachers:
The Classroom Teacher's View 13

Advantages of Differentiated Teaching Assignments 15

Drawbacks of Differentiated
Teaching Assignments 16

Initiating a Staffing Pattern Based on the Concept
of Differentiated Teaching Assignments 19

The Responsibilities of the Professional Associations 22

Unresolved Issues 23

Appendix 27

A. Analysis of Conference Participants by Teaching Assignments
B. Analysis of Conference Participants by Years of Experience
C. Analysis of Representatives of Other Organizations by Roles
D. Resource Materials

Roster 30

What Is Differentiated Staffing?

Differentiated staffing is a term used to designate a variety of plans for the deployment of school personnel — classroom teachers, administrators, other professionals, paraprofessionals, and nonprofessionals — in a variety of assignments different from the traditional pattern of the self-contained classroom at the elementary level and departmentalization at the secondary level in the framework of the line-staff structure of school organization.

One distinctive feature of differentiated staffing is the identification and establishment of a variety of roles — some already clearly defined and some not yet defined. Each role carries with it certain specific duties associated with the teaching tasks and/or other professional and nonprofessional functions to be weighted and ranked according to degree of difficulty, intricacy, and responsibility.

In *Emphasis: The Teacher and His Staff,* Roy A. Edelfelt, executive secretary of the National Commission on Teacher Education and Professional Standards, NEA, states:

> Educators in the future will perform a variety of tasks, some of which exist in schools today and many of which will be newly defined as teacher roles are differentiated. Roles will be identified and classified in terms of degrees of difficulty, responsibility and needed artistry and in terms of background of the people who assume specific kinds of tasks . . . .
>
> The term teacher will describe only some of the people who work with youngsters in learning. The concept of "classroom teacher" will refer to only one of the many kinds of teachers . . . .

A diversity of terms are used to designate the various roles in differentiated staffing. Some of the terms used are —

Student teachers
Intern teachers
Associate teachers
Regular or staff teachers
Career or senior teachers
Coordinating teachers
Resource teachers
Specialists in counseling, subject areas, materials, evaluation, curriculum planning, and educational techniques
Educational psychologists and learning analysts
Supervisors, directors of instruction, and curriculum coordinators
Principals and other administrators.

Team teaching is one of the less sophisticated but better known phases of differentiated staffing. Other plans are in the experimental stage and are being tested on a limited basis; still others are on the drawing board and are as yet untested. Many of these plans — both in the testing stage and on the drawing board — if fully implemented would bring radical changes to the educational system in terms of instructional techniques, school organization, school administration, teacher-administrator relationships, and preparation of school personnel.

To define differentiated staffing more specifically is impossible at this time. Whether or not the future will bring specificity will be determined by the extent to which the concept remains fluid and innovative. If each staff structure is

designed to fit the philosophy and goals of the school system involved, flexibility will prevail. If fixed role definitions create rigid staff structures which in their application ignore the philosophy and goals of the school system, standardization and routinization will replace innovation. Whether or not differentiated staffing emerges from the conceptional and experimental stages and becomes a widespread reality is yet to be determined.

Why This Report

The goals of education must reflect the society it serves. Recognizing this fact, educators and lay citizens have for some time focused attention on innovations in educational programs in general and the utilization of staff in particular. New designs and new staffing patterns are being explored and tested on many fronts and from many points of view.

The Association of Classroom Teachers of the National Education Association has consistently demonstrated its concern for helping teachers improve the quality of their service to students. In 1964-65, the annual Classroom Teachers National Study Conference dealt with the responsibilities of the professional association — particularly the local association — for the improvement of instructional services. The 1966-67 study conference considered one phase of differentiated staffing, the use of auxiliary personnel. The year 1968-69 seemed a particularly appropriate time for classroom teachers to study under their own leadership a broader aspect of the latter concept, differentiated teaching assignments for classroom teachers.

The stage for this study was set by resolutions adopted by both the ACT and NEA Representative Assemblies in July 1968 in Dallas, Texas.

ACT Resolution 68-25 — Specialization and Differentiation in Teaching Assignments

ACT recognizes the new roles and the growing diversity in teacher assignments and responsibilities created by the innovative developments in education. It therefore urges classroom teachers (a) to initiate a study to explore the differentiation in roles and responsibilities, (b) to identify the issues and problems involved, including salaries, as they relate to classroom teachers, and (c) to seek solutions that will continue to meet the needs of teachers and the children they serve.

ACT Resolution 68-19 — The Local Association and Instruction

ACT maintains that teachers have a right to speak unequivocally on all matters related to curriculum and instruction. It urges local associations . . . to work to guarantee that the voice of classroom teachers will be heard at all levels where instructional policies . . . are made.

NEA Resolution 68-10 — The Improvement of Instruction

The National Education Association recognizes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The Association further believes that motivation for improvement is effective when it comes from one's peers. The Association, recognizing that much of the responsibility to make educational changes should lie with the teachers through their influence and involvement in democratic decision making in and out of the school, invites its state affiliates to join in a cooperative endeavor to provide services to local associations to improve instruction.

> The Association urges leaders of local affiliates to involve their members in the development and implementation of programs for instructional improvement and curriculum development relevant to the needs of the students in that local school system. . . .

The challenge for ACT to assume leadership in this area also emanates from (a) the commitment of ACT and its members to the premise that significant improvement in the quality of education will occur only when classroom teachers are meaningfully involved with innovative ideas from their inception through their development, implementation, and evaluation and (b) a recognition that although current literature on the topic of differentiated staffing gives lip service to the importance of classroom teacher involvement in innovation and change, it ignores the ideas and capabilities of classroom teachers — individually and through their professional association — as change agents.

Rather than attempt to deal with differentiated staffing as a totality, the ACT executive committee confined the scope of the 1968-69 conference to differentiated teaching assignments for classroom teachers because (a) the limits of time (two days) demanded an area of exploration sufficiently narrow to be dealt with in some degree of depth and (b) conditions dictated that if classroom teachers want to be involved in determining the future course of education, they must take the initiative or others will make the decisions for them.

This report represents the thinking of 60 classroom teachers from 41 states. Representing all areas of the country, they came with a variety of professional experiences and backgrounds. They had taught various grade levels and subjects. Some were new to the profession, while others were veteran teachers. (Analyses of participants by professional assignments and years of experience appear on page 27.) Some were association leaders in their communities and states. Many had had exposure to various forms of differentiated staffing or curriculum innovation.

To ensure a cross section of opinion, ACT invited a number of groups to send representatives to join classroom teachers in this study. Among the groups that accepted were the National Commission on Teacher Education and Professional Standards, NEA; Center for the Study of Instruction, NEA; Task Force on Urban Education, NEA; Office of the Associate Executive Secretary, NEA; Office of Professional Development and Instructional Services, NEA; Division of Educational Technology, NEA; Division of Affiliates and Membership, NEA; Division of Field Services, NEA; NEA Publications Division; American Association of School Administrators; National Association of Secondary School Principals; Department of Elementary School Principals, NEA; Association for Supervision and Curriculum Development; National Council of Teachers of Mathematics; Department of Elementary/Kindergarten/Nursery Education, NEA; National School Public Relations Association, NEA; Student National Education Association; National Council of Urban Education Associations; National Catholic Educational Association; and National Congress of Parents and Teachers.

The Goals of Education as Seen by the Classroom Teacher

The society of today and tomorrow requires that citizens adjust to an ever-changing world, a world in which the only stable element is change itself. Such a society places new demands on education and on those persons charged with the responsibility for planning and implementing the educational program.

As their first assignment, participants in the Classroom Teachers National Study Conference on Differentiated Teaching Assignments for Classroom Teachers were asked to describe the type of student that society expects and demands that the schools produce and to discuss the implications of these expectations for classroom teachers. Some of the replies follow:

> The responsibility of the classroom teacher is to assist in the development of adaptable, rational, creative, and cooperative individuals who are capable of coping with the world in which they live, who are prepared to be productive citizens in the world of tomorrow, and who possess an awareness of moral, spiritual, and social values.
>
> The public schools and hence classroom teachers must present students with a variety of challenging and stimulating experiences which widen their perspectives, make them at one and the same time leaders yet followers, independent thinkers yet responsive to the needs of society, critical yet tolerant, possessing not only insights into problems but also a willingness to take the risks involved in seeking solutions and to accept the consequences of their decisions and actions.
>
> The public schools must produce creative and self-disciplined individuals with a sense of responsibility and initiative to operate in a free and democratic society — individuals who will be able both mentally and physically to adapt, cope, and function in a changing society, who are willing and able to make decisions, who are aware of the world around them and of the value of man, and who strive for man's continued betterment.
>
> Each individual should have the opportunity to develop to the fullest his individual talents, whatever they may be; to become a self-motivated personality who is responsible for a major part of his own learning; to get along in the world both socially and economically; and to have a healthy curiosity for the world and the people around him.
>
> A major goal of education must be to produce individuals equipped to meet the challenge of a changing society — individuals who are ready and able to move with the twenty-first century of mobility and automation where human dignity, tolerance, and respect must prevail.

Differentiated Teaching Assignments for Classroom Teachers: The Classroom Teacher's View

At the opening of the conference and again three weeks after the close of the conference, participants were asked if in their opinion a differentiated staffing pattern has greater potential for preparing today's youth for tomorrow's world than does the traditional staffing pattern. In both instances they responded overwhelmingly in the positive. With equal unanimity they affirmed that classroom teachers — through their local, state, and national associations — have an obligation to be involved fully in initiating, planning, implementing, evaluating, and designing innovations in education to meet today's challenges.

In expressing their support for the concept of differentiated staffing, individuals added many pertinent comments, a few of which follow:

> The traditional pattern is now antiquated and cannot meet the needs of today's youth.
>
> If schools are to provide for students an educational program that meets individual differences, they must utilize the individual abilities, interests, and talents of teachers.
>
> Differentiated staffing should make it possible for classroom teachers to individualize instruction to a much greater degree than is currently possible.
>
> Differentiated staffing has great potential for improving educational opportunities if planned and implemented properly and if the necessary safeguards are instituted and maintained.

The following comments more fully explain conferees' commitment to the premise that the professional association has an obligation to be involved in innovations in the educational program:

> Anything that helps to produce a better educational product must be a major program priority of every dynamic local association.
>
> If the local education association is bypassed at the planning stage, it can be anticipated that the ultimate success of implementing a program of differentiated staffing will be seriously impaired. The only hope for the successful implementation of any educational program lies with the group most intimately involved in the education of children — the classroom teachers. This means that unless classroom teachers collectively through their local associations as well as classroom teachers as members of a school staff are committed to change, any plan for change is doomed to failure.
>
> The institution of a pattern of differentiated teaching assignments is one of the most significant long-range considerations for the professional association not only because of the potential for the improvement of education but also for its ramifications for the structure of the association.

Advantages of Differentiated Teaching Assignments

Conference participants cited the following as the elements of differentiated teaching assignments that most appeal to classroom teachers:

- The concept of differentiated teaching assignments for classroom teachers appears to provide — through a program responsive to the interests, abilities, and needs of the individual learner — a more meaningful educational experience and a climate favorable to the development of each child to his fuil potential.
- Differentiated teaching assignments for classroom teachers should provide effective education by fostering good teaching techniques such as (a) flexible assignments, (b) modular scheduling, (c) matching of instructional resources with learner needs, (d) individualized learning experiences, and (e) a clinical approach to meeting student needs.

- Differentiated teaching assignments for classroom teachers should provide for more effective use of human resources by (a) recognizing individual differences among teachers; (b) allowing classroom teachers to assume responsibility and initiative commensurate with their interests, talents, and abilities; (c) providing a climate wherein teachers can identify personal strengths and weaknesses and develop new areas of competence and interest; (d) involving the teacher in decision making on curriculum planning, teaching methods, utilization of time, and development of relevant in-service education programs; (e) establishing a climate that fosters creative involvement of staff and greater opportunity for learners; and (f) creating a team approach to education, which is based on the concept that development, implementation, and evaluation of the total educational program are the ongoing responsibility of the total professional staff and that this responsibility includes participating in the initial selection, continuing evaluation, retention, and assignment of other team members.
- Differentiated teaching assignments for classroom teachers should provide opportunity for interaction among teachers and all other persons involved: teachers and students, teachers and teachers, teachers and building principals, teachers and other administrators, teachers and teacher aides, teachers and parents, and teachers and the community.

Drawbacks of Differentiated Teaching Assignments

Conference participants recognized that initiation of any plan of differentiated teaching assignments would create obstacles, some of which would be difficult to overcome. The following are some of the obstacles they foresaw:

- There is a tendency on the part of some persons committed to change to move too quickly. In so doing they sometimes (a) fail to provide real and adequate involvement of all concerned — especially classroom teachers, the local association, and the community — and (b) attempt to change one group — classroom teachers — without recognizing the need for comparable changes at other levels of the educational hierarchy. Differentiated staffing cannot succeed if the roles of administrators do not change as the roles of the classroom teachers change.
- Insufficient funds may be allocated to do an adequate job of planning, implementing, and maintaining a satisfactory program of differentiated teaching assignments for classroom teachers.
- In general, neither teachers nor administrators are prepared to operate — in terms both of method of instruction and method of administration — within the new framework required by differentiated teaching assignments.
- Much of the current literature on differentiated staffing raises questions in the minds of classroom teachers that are not easily answered. More often than not, the obstacle is not the concept itself but the way the concept is presented by the writer. For example —

  1. Some articles imply that differentiated staffing is the answer to the current educational crisis, but investigation usually shows than many

of the so-called successful programs cited as evidence to substantiate this claim are only in experimental stages — perhaps not even off the drawing board. Classroom teachers ask, "Why such exaggerated and premature conclusions?"

2. Some articles promote differentiated teaching assignments for classroom teachers on the basis of what they will do for classroom teachers rather than on the basis of their potential for improving educational opportunities for students. One reads that differentiated teaching assignments for classroom teachers will provide career incentive for classroom teachers, will attract and retain outstanding teachers in the profession, will give the "good" teacher an opportunity to stay in the classroom rather than to have to move into administration for advancement, and will bring added prestige to the teacher. Such claims are seriously questioned by thinking classroom teachers, who ask, "Where is the proof for such positive statements?"

3. Some articles make contradictory or incompatible assertions. A paper may claim that teachers will receive increased pay based on increased responsibility and then elsewhere state that teachers will receive increased pay based on evaluation of their competence. The latter concept is interpreted as a back-door approach to an old issue — merit rating — and classroom teachers resist it.

   A document may state that a differentiated teaching plan does not create a new hierarchy within the educational system and then describe a pay system that implies that differentiated staffing does indeed create a new hierarchy.

   An article may imply that teaching and the person who teaches are of paramount importance in education, but the accompanying salary schedule provides pay in inverse proportion to the time spent with students. Classroom teachers ask, "What is the truth, and why the ambiguity?"

4. The overwhelming majority of articles point up the need for classroom teachers to change their methods of teaching and adjust their interrelationships but give minimal attention to the necessity for change in the roles and responsibilities of administrators. Classroom teachers feel that if a staffing pattern of differentiated teaching assignments is to create new roles for classroom teachers, it will change just as drastically the roles and responsibilities of principals and supervisors. Hence classroom teachers feel that proponents of differentiated staffing must address themselves in their writings to this latter issue with equal or greater candor and vigor if they hope to bring about effective implementation of the plan. In fact, classroom teachers are convinced that unless administrators change also, there is no hope of success for a school organization structure based on differentiated teaching assignments.

5. Many proponents of differentiated teaching assignments who write articles are college professors whose field is higher education. While they glibly tell the public elementary and secondary school classroom teachers, as well as their own college students, what and how to teach, they fail to put their theories into practice in their own teaching at the higher education level. To classroom teachers, this example of "Do as I say, not as I do" creates a genuine credibility gap.

- Teachers fear that a staffing pattern of differentiated teaching assignments will be used as a means of cutting school budgets by paying higher salaries to the few teachers who reach the top brackets (evidence indicates that these positions are limited in number) and lower salaries to the vast majority of teachers. This, in turn, raises the question: "Is there any validity to the claim that differentiated staffing will help attract capable persons into the teaching profession?"
- Inadequate public relations and biased information programs will increase rather than diminish the fears and objections of both staff and community.

There are persons who say these fears and suspicions are unfounded. This leads to the observation that whether or not fears or suspicions are justified is relatively unimportant if the individuals to be affected think they are well founded. Certain questions come to mind: "If proponents of and writers on differentiated teaching assignments want to promote their theories and beliefs among classroom teachers, why don't they give more attention to how their writings will be interpreted by classroom teachers? Or are classroom teachers justified in interpreting this failure to communicate as another evidence of equivocation in terms of the respect for and importance of classroom teachers in this educational hierarchy?"

Initiating a Staffing Pattern Based on the Concept of Differentiated Teaching Assignments

Conference participants agreed that any school system considering the initiation of a plan of differentiated teaching assignments should approach such a plan only under the following conditions:

- The plan is recognized by all parties involved — teachers, administrators, students, parents, and the community — as being experimental in nature. Preferably such a plan should be tried on a limited basis in one or two school buildings.
- The plan is geared to the welfare of students, and the efforts of the entire school staff, especially the teachers in their various differentiated roles and the building principal as instructional leader, are directed toward achieving that goal.
- All teachers, regardless of their differentiated assignments, are actively involved in classroom instruction — some to a greater degree than others.
- Teachers' salaries in the school system are already at a professional level, and additional funds will be available to meet the added costs that a plan of differentiated teaching assignments will necessitate.

Conferees listed the following as essential steps if a pattern of differentiated teaching assignments is to be initiated in a school system:

- The entire educational structure of the school unit must be studied and redesigned if necessary, and simultaneously the administrative hierarchy of the school must be reexamined. No plan of differentiated staffing can

be instituted piecemeal, nor can the classroom teacher alone be the focal point for change. A plan of differentiated teaching assignments demands a concomitant change in the upper echelons of the school system. There must be —

1. A redefinition of relationships — among students and students, students and teachers, teachers and teachers, teachers and building principals, teachers and other administrators, and administrators and administrators.
2. A redefinition of the jobs of the classroom teacher, the principal, the supervisor, and the superintendent.
3. A reevaluation of the staffing pattern of noncertificated personnel, with emphasis on defining their roles and responsibilities and increasing their numbers.
4. A rethinking of the philosophy underlying current employment practices, promotion, and remuneration of all personnel.
5. A reallocation of funds budgeted for instruction, including those for supplies, equipment, in-service education, and salaries.
6. A valid method of evaluating relative responsibilities.

- All interested groups, including the community, must be involved in each step of the planning, but the primary responsibility for developing the best possible educational program must be lodged with classroom teachers and other school personnel who will be most directly affected.
  1. The local professional association must be involved from the inception of the plan. The state and national education associations should be called upon for assistance.
  2. The school system must provide time, money, and resources so that the total staff can be fully involved in the development of both the instructional program and the staffing pattern. State and/or federal funds or foundation grants can be sought to promote experimentation. University resources should be utilized if available.
  3. Working models of plans in other school districts should be used as a resource in creating the design, and it is highly desirable for classroom teachers and other persons concerned to visit school systems currently experimenting with plans of differentiated teaching assignments.
  4. The goals and objectives of the experimenting school or school system must be established.
  5. New job descriptions must be developed for all professional personnel (administrators as well as teachers). These descriptions must be extensive and specific in terms of tasks to be assigned, responsibilities to be assumed, and relationships among the various jobs.
  6. A plan for evaluating the total program (from the standpoint of curriculum and personnel) must be designed.
  7. A procedure for implementing and maintaining the program must be developed. This procedure must include a plan for initial and continuing staffing, financing, in-service education, curriculum development, evaluation, and redesigning to overcome possible program deficiencies and to maximize program strengths.
  8. Once designed to meet the specific needs of a specific school, the program should be initiated as a pilot project, perhaps in one or two schools in the system, and carefully tested before final adoption and expansion.

- A continuous program to inform all staff members not directly involved in the planning must be sustained by the committees assigned the designing responsibilities.
- A comprehensive program must be conducted to inform the public of the possible advantages of a staffing pattern of differentiated teaching assignments and the costs involved. The public must understand that such a plan will not save money and, in fact, if properly implemented, will cost more money. The public must also understand that such a plan is experimental until such time as the professional staff and the school board are convinced of its value.
- Steps must be taken to bring about major changes in the program of teacher preparation. The local education association, as well as the state and national education associations, must work with the institutions of higher education and the public school administration in designing and implementing the needed changes.

The Responsibilities of the Professional Associations

The professional associations have both a right and a responsibility to provide leadership in bringing about changes that will make education relevant to today's society. There is more than one way to accomplish this objective, and the associations of the united profession must be open-minded toward any and all proposals. They must seek ways to perfect those proposals that appear to hold promise, and they must seek ways to eliminate those that do not demonstrate the capacity to create desirable changes.

From the limited evidence available on teacher experience and attitudes, differentiated teaching assignments for classroom teachers appear to have potential for improving educational opportunities for students and seem worthy of further exploration and experimentation. The participants of the Classroom Teachers National Study Conference on Differentiated Teaching Assignments for Classroom Teachers concurred on this point and made the following recommendations:

The local association must —

- Examine its present action program, determine the degree to which it serves the needs of teachers, and equip itself to operate effectively in the area of instruction.
- Make sure that the salary schedule currently in effect in the school system is sound and reflects the basic principles advocated by the National Education Association and its Association of Classroom Teachers.
- Establish its right to negotiate for teachers on all matters related to staffing, assignments, transfer, curriculum, and teachers' salaries so that it is assured of involvement in the development and implementation of any program of differentiated staffing.
- Be ready and willing to explore new approaches to education, including a plan of differentiated teaching assignments.
- Plan and implement a program designed to alert and motivate classroom teachers to become informed, to take the initiative in educational innovation, to be full-fledged partners in any program aimed at bringing

about changes in the local school system, but at the same time to assume that all such programs will be experimental until such time as experience and research validate the worth of the innovation.

The state and national education associations and the state and national associations of classroom teachers must—

- Accumulate data and serve as clearinghouses for information.
- Make available a variety of models of differentiated staffing along wth detailed descriptions of new roles and terms and a procedure for developing salary schedules.
- Recommend a framework within which state and local associations can study and develop more specific procedures.
- Provide consultative service.
- Reevaluate their positions on standards of certification; salary schedules; class size; the teacher's workday and year; and role definitions of classroom teachers, principals, supervisors, and superintendents.
- Become more directly involved in programs of teacher education and preparation by conducting in institutions of higher education comprehensive surveys of present programs, by establishing criteria for evaluation of these programs, and by proposing new directions.
- Identify the needs for state and national legislation and initiate legislative action that seems desirable.
- Be alert to identify misleading information that is published, challenge the authors, and expose the inconsistencies and unwarranted claims for success.

Unresolved Issues

In their deliberations, conferees readily acknowledged that they had not answered all the questions surrounding differentiated teaching assignments. For some questions, they concurred, there are no easy answers; indeed, for some there may be no answers at all. Nevertheless, conferees recommended the following issues for continued study:

- Is or is not the actual teaching process as important as the planning and other supportive tasks related and essential to teaching? Are there not conceivably a variety of tasks of equal importance in the teaching process? What are or will be the criteria for judging the relative importance of the various differentiated teaching roles?
- Is a good teacher necessarily a good coordinating teacher or a good curriculum planner or a good learning analyst? Might not one teacher be best equipped to be the coordinating teacher in one area but to perform as a regular staff teacher in another area? Cannot certain tasks be performed well by certain teachers under certain conditions but by other teachers under other conditions?
- Can differentiated staffing be accomplished only by establishing a new hierarchy within the school system? Might there not be horizontal movement for the teacher rather than vertical movement or a plan of rotating assignments that could be equally effective?

- Will differentiated staffing foster greater teamwork and solidarity among teachers, or will specialization and differentiation be a divisive factor?
- If teaching is the primary function of the teacher and since status is so closely related to remuneration in today's society, can any plan be successful if it is implemented on the basis of the hierarchy described in most differentiated staffing plans?
- Are the various assignments identified in differentiated teaching so specialized and so individualized that they fall automatically into a hierarchic pattern? If one accepts the premise that each individual has both strengths and weaknesses, does a hierarchic system maximize strengths and minimize weaknesses?

Appendix

A. Analysis of Conference Participants by Teaching Assignments

Number of Participants	Level	Assignment
21	Elementary school (kindergarten through grade 6)	Self-contained classroom as well as special areas — reading, science, and special education
15	Junior high school (grades 7 through 9)	Art, English, guidance and counseling, journalism, language arts, mathematics, music, physical education, social studies, and special education
23	Senior high school (grades 10 through 12)	Art, distributive education, English, French, guidance and counseling, history, mathematics, physics, social science, speech and debate, vocal music, and world problems
1	College	Supervising teacher
60		

B. Analysis of Conference Participants by Years of Experience

Number	Years of Experience
10	1- 5 years
16	6-10 years
13	11-15 years
11	16-20 years
4	21-25 years
4	26-30 years
2	More than 30 years
60	

C. Analysis of Representatives of Other Organizations by Roles

Number	Role
2	Superintendents
2	Elementary school principals
2	Secondary school principals
3	Supervisors
1	University professor
1	Student
1	Parent
12	

D. Resource Materials

The following materials present a divergence of viewpoints on the topic of differentiated teaching assignments. ACT does not necessarily endorse all of the viewpoints expressed.

Orders for publications of NEA units should be sent to that particular unit at NEA Headquarters, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Regular NEA discounts apply on quantity orders as follows: 2-9 copies, 10 percent; 10 or more copies, 20 percent. Orders amounting to $2 or less must be accompanied by payment.

"Special Journal Feature on Differentiated Staffing," *Today's Education,* Journal of the National Education Association, March 1969, pp. 53-62.

"Remaking the Education Profession" by Roy A. Edelfelt. Editorial in the *NEA Reporter,* November 8, 1968, p. 2.

A Differentiated Staff: Putting Teacher Talent to Work by Dwight W. Allen. Occasional Papers No. 1, published by the National Commission on Teacher Education and Professional Standards, NEA, 1967. 12 pp. Single copy free.

"The Differentiated Staff" and "Training in a Differentiated Staff" by Kevin A. Ryan, pp. 9-11 of *A Plan for a New Type of Professional Training for a New Type of Teaching Staff,* Occasional Papers No. 2, published by the National Commission on Teacher Education and Professional Standards, NEA, 1968. Single copy free.

"A Day with a Teacher" by Bruce R. Joyce, pp. 16-21 of *Man, Media, and Machines,* published by the National Commission on Teacher Education and Professional Standards, NEA, 1967. Single copy, 75¢.

"Implications of Differential Utilization of Personnel for Preparation Programs" by Roy A. Edelfelt, pp. 79-83 of *Teacher Education Issues and Innovations,* published by the American Association of Colleges for Teacher Education, 1968. $5.

"Differentiated What?" by Ralph P. Joy. Summary of address given at the national conference of the National Commission on Teacher Education and Professional Standards, NEA, June 1968, Houston, Texas. Copies of summary available from ACT. Supply limited.

"Unresolved Issues," pp. 13-16 of *Classroom Teachers Speak on Professional Salary Schedules,* published by the Association of Classroom Teachers, NEA, 1958. Single copy, 25¢

"Towards a Differentiated Teaching Staff" by M. John Rand and Fenwick English. *Phi Delta Kappan,* January 1968, pp. 264-68.

Roster

Participants

James Guckenberg, West Allis-West Milwaukce, Wisconsin, *conference chairman*
Bruce P. Eckman, Portland, Oregon, *ACT president*
John C. Adams, Amherst, Massachusetts
Roberta M. Banfield, Nashua, New Hampshire
Madelyne Benson, White Bear Lake, Minnesota
Mrs. Betty Berry, Benton, Arkansas
Betty I. Buford, Plainview, Texas, *ACT president-elect*
Kenneth Cooper, Bend, Oregon
Robert Cresap, Cloquet, Minnesota
Mrs. Maxine H. Evans, Granite, Utah
Edward Fedak, Lanai, Hawaii
Eugene H. Fink, Mead, Washington
Mrs. Ruth I. Foster, Des Moines, Iowa, *ACT secretary*
Mrs. Marjorie V. Freeman, Dinuba, California
Gary G. Gschwind, Simi Valley, California, *ACT Southwest regional director*
Earl F. Jarvis, Logan County, West Virginia
Edward F. Jones, Billings, Montana
Johnnie W. Jones, Jackson, Mississippi
Rita E. Jones, Escambia County, Florida
Frank M. Keatley, Omaha, Nebraska
Donald W. Klein, Ladue, Missouri
Helen Kovach, Fairport Harbor, Ohio, *ACT North Central regional director*
O. Kermit McCarter, Jr., Orangeburg County, South Carolina
Mrs. Dorothy L. McIver, Sierra Vista, Arizona
Aubrey M. Mandrell, Las Cruces, New Mexico
Gary L. Miller, Davenport, Iowa
Laurence H. Morgan, Chattanooga, Tennessee
Mrs. Joanne D. Norris, Bangor, Maine
Mrs. Anna W. Norton, Caddo Parish, Louisiana
Charles E. Olson, Lawrence, Kansas
Mrs. Juanita K. Park, Bowling Green, Kentucky
Jim A. Roady, Moxee School District No. 90, Yakima, Washington, *ACT Northwest regional director*
Marie L. Roper, Charleston County, South Carolina
Raymond Safronoff, Royal Oak, Michigan
Mrs. Martha Dell Sanders, Paducah, Kentucky, *ACT Southeast regional director*
John W. Scheurman, Laramie County, Wyoming
William H. Schmidt, Tempie City, California
Mrs. Josephine Sharpe, Fairfield, Indiana
Daniel S. Sheldon, Gettysburg, South Dakota
Wallace K. Sherertz, Jefferson County, Colorado
John H. Shipp, Clark County, Nevada
Horace Smith, Harrisburg, Pennsylvania
Deanna Sue Solomon, Coeur D'Alene, Idaho
Harry W. Soward, Sarasota County, Florida
Mrs. Jacquelyn Stepp, Roanoke, Virginia
Barbara B. Tinsley, Richmond, Virginia
Paul E. Tracy, Addison-Rutland, Vermont

Mrs. Ruth Trigg, Barrington, Illinois, *ACT past president*
Mrs. Ethel Twiford, Goldsboro, North Carolina
E. Wade Underwood, Akron, Ohio
Mrs. Marian Van Fleet, Ewing Township, New Jersey
Jimmy E. West, Putnam, Oklahoma
Ernestyne E. Whiteside, Jefferson County, Arkansas
Donald F. Wilson, Parma, Ohio, *ACT vice-president*
Harry W. Wilson, Fort Worth, Texas, *ACT South Central regional director*
William E. Zeiss, Clarks Summit, Pennsylvania, *ACT Northeast regional director*
Charles F. Zick, Grand Forks, North Dakota

Representatives

Mrs. Grace Balsinger, Washington, D.C.
National Congress of Parents and Teachers

Charles Baltimore, Washington, D.C.
National Association of Secondary School Principals

Mrs. Sylvia Brotman, Washington, D.C.
Division of Field Services, NEA

Joseph M. Carroll, Washington, D.C.
American Association of School Administrators

John Chase, Greeley, Colorado
Student National Education Association

Joseph W. Conte, Washington, D.C.
Division of Educational Technology, NEA

Erwin L. Coons, Washington, D.C.
Division of Field Services, NEA

D. D. Darland, Washington, D.C.
National Commission on Teacher Education
and Professional Standards, NEA

* Mrs. Janet Dean, Miami, Florida
National Council of Urban Education Associations

Sister Miriam Joseph Farrell, Washington, D.C.
National Catholic Educational Association

* Mrs. Nancy Hanna, Columbia, South Carolina
National Commission on Teacher Education
and Professional Standards, NEA

Marjorie Hawkins, Monroeville, Pennsylvania
Department of Elementary School Principals, NEA

Mrs. Thelma Horacek, Washington, D.C.
Office of Professional Development
and Instructional Services, NEA

Fred Husmann, Washington, D.C.
Center for the Study of Instruction, NEA

Anna L. Hyer, Washington, D.C.
Division of Educational Technology, NEA

Curtis Johnson, St. Paul, Minnesota
National Association of Secondary School Principals

George W. Jones, Washington, D.C.
Task Force on Urban Education, NEA

Robert Jozwiak, Washington, D.C.
Department of Elementary School Principals, NEA

* Classroom teacher

Bernard H. McKenna, Washington, D.C.
National Commission on Teacher Education
and Professional Standards, NEA

* Dorothy V. Meyer, Jamaica Plain, Massachusetts
National Commission on Teacher Education
and Professional Standards, NEA

Mrs. Bernice Miller, Washington, D.C.
Association for Supervision and Curriculum Development

Mrs. Linda Morris, Washington, D.C.
Task Force on Urban Education, NEA

Mrs. Frances Payne, Washington, D.C.
Department of Elementary/Kindergarten/Nursery
Education, NEA

Mrs. Jane Power, Washington, D.C.
NEA Publications Division

Dee Preusch, Washington, D.C.
National School Public Relations Association, NEA

Maxine Proctor, Fairfax, Virginia
Department of Elementary School Principals, NEA

Lawrence P. Sorensen, Washington, D.C.
Office of the Associate Executive Secretary, NEA

John H. Starie, Washington, D.C.
Division of Affiliates and Membership, NEA

Mrs. Mary E. Stine, Fairfax, Virginia
National Council of Teachers of Mathematics

George G. Tankard, Jr., Fairfax, Virginia
American Association of School Administrators

James P. Thurston, Washington, D.C.
Division of Field Services, NEA

Ralph Voight, Arlington, Virginia
Association for Supervision
and Curriculum Development

Staff

Margaret Stevenson, *executive secretary*
Taimi Lahti, *assistant executive secretary*
Mrs. Alice B. Cummings, *assistant to the executive secretary*
Betty Stautzenberger, *conference coordinator*
Mrs. Jean Heflin, *editorial assistant*
John Van Schoonhoven, *FTA coordinator*
David E. Bork, *leadership coordinator*
F. J. Johnson, *professional services coordinator*
Donald L. Carothers, *program and publications coordinator*
Cynthia Irelan, *conference secretary*

* Classroom teacher